

BEACHSIDE HIGH SCHOOL



**2022-2023 SCHOOL
YEAR COURSE
CATALOG**

Table of Contents

Scheduling Procedures; Schedule Change Procedures

Grade Scale; Grade Forgiveness

Academic Recovery Labs; SJVS/FLVS Guidelines; Course Weighting

Honors Criteria; Dropping Honors or Advanced Courses

Dual Enrollment Criteria

Graduation Requirements

Beachside Career Academies

AICE

Academy Electives

Art

Career Education

Exceptional Student Education

Language Arts

Leadership Skills

Mathematics

Performing Arts

Physical Education

Science

Social Studies

World Languages

PF- Performing fine arts

PA – Practical arts

SCHEDULING PROCEDURES

Course Registration

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming schoolyear. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- **Review of core courses**
- **Selection of elective options**
- **Choice of traditional or virtual model**
- **Request for a reduced schedule for seniors and juniors***

* Possible reasons to reduce a schedule during the junior and/or senior year include:

- **Travel time to DE courses on the college campus**
- **Advanced schedule – full time college is typically 4 or 5 courses per semester**
- **Employment or internship**
- **Medical situation**
- **Graduation requirements can be satisfied and Algebra I EOC and FSA requirements have been met**

Schools will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- **If a course is not requested by enough students, that course will not be offered. In this case every attempt will be made to select a course from the “alternate selections” list from the student's course request form.**
- **If two selected courses are only offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use one of the student's alternate selections to replace the unscheduled course.**
- **If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.**

For these reasons, it is crucial that the student completes the “alternate selections” section of the course request form. Please note that if this section is not completed, the student will be scheduled for available electives.

The scheduling procedure is to fill openings in courses in a descending order with 12th graders scheduled first, 11th graders next, etc. This is done to ensure that students closest to graduation meet their graduation requirements.

Students should discuss and plan their schedule with their parents. Parents should ensure their student's planned schedule reflects the scheduling procedures and courses needed for graduation.

SCHEDULE CHANGE PROCEDURES

Schedule change requests may be made using the Beachside online scheduling change request form. Please understand that the school will make final course placement decisions in July after reviewing 2022 FSA scores and final course grades.

All final requests will be reviewed during the 1st five days of school. All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis.

ALL schedule change requests will be denied unless they meet the following criteria:

- A student is incorrectly scheduled because of inadequate or erroneous information
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints
- An additional course is needed to meet graduation requirements
- A schedule adjustment is required because a student already has received credit in a scheduled class
- Students are enrolled in a course taught by a teacher whose class they had previously failed St. Johns County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students and parents are expected to abide by the choice of instructor. Course content is consistent in all sections with the same course number and description.

Course Level Change

Students enrolled in a yearlong course, may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course, may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Please Note:

- All requests will be honored based on availability
- Placement based on FSA/EOC scores may supersede request

In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Withdrawing from an honors or AP course is also denoted with the WP or WF designation but cannot be done until after midpoint of the course.

Note-withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

GRADE SCALE

Grade	Descriptor	Standard	Honors, Pre-AICE	DE, AP, AICE
A = 90-100	Outstanding Progress	4	4.5	5
B = 80-89	Above Average Progress	3	3.5	4
C = 70-79	Average Progress	2	2.5	3
D = 60-69	Lowest Acceptable Progress	1	1.5	2
F = 59-0	Failure	0	0	0

GRADE FORGIVENESS

Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428 (4)(d), F.S.)

Grade Forgiveness for High School Students

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses.

Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript. Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements.

The district's forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

If an "F" is received in a course required for graduation, the student is strongly encouraged to repeat the course as soon as possible. Please note that failure to earn a full credit in a year-long course required for graduation may keep a student from going on to a higher course in that subject area. See your Guidance Counselor for more information on retaking a course.

A student is cautioned NOT to repeat courses for which credit has already been received. No credit will be awarded the second time. Courses in which one earns a C or higher may NOT be retaken to improve a grade.

ACADEMIC RECOVERY LABS

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: <http://www.ncaa.org/> or http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html

SJVS/FLVS GUIDELINES FOR HIGH SCHOOL

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a SJVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). ALL courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at SJVS/FLVS.

COURSE WEIGHTING

*An additional weight of .5 is added to Honors courses for grade point average (GPA) calculation.

**An additional weight of 1.0 is added to Advanced Placement and Dual Enrollment courses for GPA calculation.

HONORS CRITERIA

Students who meet AT LEAST ONE of the criteria listed below can take an Honors or AP level course.

- **Grades – A grade of “C” or better in the previous honors course.** Students earning an “A” in a previous standard class, may be recommended for Honors or AP.
- **FSA – Level 4 or 5 in appropriate area and not less than a level 3 in any area**
- **PSAT – A score of 48 or higher on an appropriate assessment.**
- **PLAN – A score of 170 (English), 210 (Math), or higher on the appropriate assessment.**

FSA Reading scores will be used for placement in English and Social Studies courses and FSA Math scores will be used for Math and Science courses.

DROPPING HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first five class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference during each grading period,
- demonstration of the student seeking consistent academic assistance, and
- space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference,
- demonstration of the student seeking consistent academic assistance, or
- space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy

***Please choose your classes very carefully!!!**

DUAL ENROLLMENT CRITERIA

Dual enrollment courses are offered through an agreement between St. Johns County Schools and St. Johns River State College and First Coast Technical Institute (FCTI). The enrollment criteria for each school are listed below.

Students may earn up to ten dual enrollment credits per college semester for each fall and spring semester as a part time student.

For additional information, please refer to the SJCSD Student Progression Plan at <http://www.stjohns.k12.fl.us/depts/cs/spp>.

Minimum Scores Required for Placement:			
	English Composition (ENC1101)	Math-Intermediate Algebra (MAT 1033)	Math-College Algebra (MAC 1105)
ACT	Reading 19	Math 19	Math 21
SAT	Critical Reading 440	Math 440	Math 450
CPT	Reading 83 Writing 83	Elementary Algebra 72	Elementary Math 85
PERT	Reading 106 Writing 103	Math 114	Math 123

St. Johns River State College

Students wishing to enroll as dual enrollment students (AA or AS degrees) at St. Johns River State College must first meet St. Johns County School District Honors Criteria. In addition, students must meet the following requirements:

- Demonstrate readiness for college or career level course work
- Be seeking a vocational certificate, a college credit vocational/technical certificate, an associate in science college degree, or an associate in arts college degree
- Have a minimum 3.0 unweighted cumulative GPA
- Have a counselor and principal's approval
- Be limited to 10 hours of college credit enrollment per college semester
- Maintain a "C" or better in each class to remain in the dual enrollment program
- Be aware that receiving a "W", "D" or an "F" for any course results in ineligibility to remain in the dual enrollment program
- Provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Postsecondary Education Readiness Test (PERT) or another standardized placement test for college level English and math
- Use of instructional tools that make it possible for students with disabilities to perform skills (such as using a talking calculator to solve math problems)
- Adjusting time demands and schedules (such as allowing more time to finish assignments and courses)

First Coast Technical College (FCTC)

Students wishing to be placed in dual enrollment classes at First Coast Technical College must fulfill the following requirements:

- Be in grade 11 or 12
- Have a 2.5 or higher GPA upon entry
- Complete the dual enrollment/registration form including all required signatures
- Complete assessment testing within six weeks of program entry (if not completed, as recommended, prior to entry)
- Maintain a "C" or above average in selected dual enrollment program(s)

GRADUATION REQUIREMENTS

Graduation Requirements	Standard Diploma	Scholar Designation	Merit Designation
English Credits	<ul style="list-style-type: none"> • <u>4 credits of English</u> • Must take and pass 10th grade FSA Reading and Writing 	<ul style="list-style-type: none"> • Same as standard 	<ul style="list-style-type: none"> • Same as standard
Math Credits	<ul style="list-style-type: none"> • <u>4 credits of Math</u> • 1 credit in Algebra, EOC 30% • 1 credit in Geometry, EOC 30% • All students MP Algebra 1 EOC 	<ul style="list-style-type: none"> • Must Pass Geometry EOC • Algebra 2 • Statistics (or equally rigorous course) 	<ul style="list-style-type: none"> • Same as standard
Science Credits	<ul style="list-style-type: none"> • <u>3 credits of Science</u> • 1 credit in Biology 1, EOC 30% • 2 credits in an equally rigorous course • 1 credit may be substituted with allowable industry certification that leads to college credit 	<ul style="list-style-type: none"> • Biology 1, MP EOC • 1 credit in Chemistry or Physics • 1 credit in a course equally rigorous to chemistry or physics 	<ul style="list-style-type: none"> • Same as standard
Social Studies Credits	<ul style="list-style-type: none"> • <u>3 credits of Social Studies</u> • World History • US History, EOC 30% • Government and Economics 	<ul style="list-style-type: none"> • US History, MP EOC 	<ul style="list-style-type: none"> • Same as standard
Performing/Practical Fine Arts	<ul style="list-style-type: none"> • <u>1 credit</u> 	<ul style="list-style-type: none"> • Same as standard 	<ul style="list-style-type: none"> • Same as standard
Foreign Language	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • <u>2 credits of same foreign language</u> 	<ul style="list-style-type: none"> • Same as standard
Physical Education w/ Health	<ul style="list-style-type: none"> • <u>1 credit of HOPE</u> 	<ul style="list-style-type: none"> • Same as standard 	<ul style="list-style-type: none"> • Same as standard
Electives/Other	<ul style="list-style-type: none"> • <u>8 credits of electives</u> 	<ul style="list-style-type: none"> • <u>8 credits of electives</u> - Must earn one AP, IB, AICE, or dual enrollment course credit 	<ul style="list-style-type: none"> • <u>8 credits of electives</u> – students must use electives to attain one or more industry certifications
Online Course Requirement	<ul style="list-style-type: none"> • <u>1 entire course</u> 	<ul style="list-style-type: none"> • Same as standard 	<ul style="list-style-type: none"> • Same as standard
Total Credits	<ul style="list-style-type: none"> • <u>24 credits</u> 	<ul style="list-style-type: none"> • <u>24 credits</u> 	<ul style="list-style-type: none"> • <u>24 credits</u>
	<ul style="list-style-type: none"> • 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships • 2.0 cumulative GPA on a 4.0 scale 	<ul style="list-style-type: none"> • 2.0 cumulative GPA on a 4.0 scale 	<ul style="list-style-type: none"> • 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships • 2.0 cumulative GPA on a 4.0 scale

ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION

The Cambridge AICE Program offers a rigorous international Pre-university curriculum and examination system which emphasizes the value of broad and balance study for academically advanced students. Students can earn college credit for passing scores in every AICE Level exam they take. AICE courses are among the highest level, most rigorous available to students in St. Johns County School and across the world.

The Advanced International certificate of Education (AICE) is a diploma program overseen by Cambridge Assessment International Education, a department of the University of Cambridge in Cambridge, England. AICE courses expose students to rigorous instruction as well as collegiate level exams. Cambridge helps students develop the in-depth subject knowledge and understanding that universities and employers look for. With passing scores, a student may enroll in a university with up to 45 hours of college credit.

Students in the AICE Program must successfully complete at least seven AICE-level (college) courses and exams during 9th – 12th grade, with at least one from each of 3 subject categories **in addition to** the Core (Cambridge International AS Global Perspectives). The three categories are: 1) Math/Science, 2) Language, and 3) Arts & Humanities.

For the 2022-2023 school year, the AICE program is only for rising 9th grade students that are zoned for Beachside High School

Group 1: Math & Science	Group 2: Languages	Group 3: Arts & Humanities	Group 4: Interdisciplinary
<ul style="list-style-type: none">▪ Biology▪ Chemistry▪ Environmental Management▪ Marine Science▪ Mathematics▪ Physical Education▪ Psychology	<ul style="list-style-type: none">▪ English Language▪ English Language and Literature▪ French▪ Portuguese▪ Spanish	<ul style="list-style-type: none">▪ Art & Design▪ Business▪ Digital Media▪ Drama▪ English Literature▪ International History▪ US History▪ Media Studies▪ Psychology▪ Sociology▪ Travel & Tourism	<ul style="list-style-type: none">▪ A level Global Perspectives* (research project)▪ Thinking Skills▪ General Paper *Required

BEACHSIDE CAREER ACADEMIES

Academy of Global Logistics and Supply Chain Management



The content includes but is not limited to: the global supply chain, the logistics environment, safety principles, quality control principles, work communication practices, teamwork-workplace behavior- and problem solving, supply chain computer systems, supply chain life cycle, product receiving and stocking, product order processing, product shipment, safe operation and use of equipment, inventory control, safe handling of hazardous materials, customs process/free trade, modes of transportation (air, sea, truck, and rail), dispatch operations, routing and tracking operations, and customer relations.

Academy of Veterinary and Biomedical Sciences



The Veterinary content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field.

The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles, and an introduction to bio-informatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

Academy of Information Technology



The content includes but is not limited to the fundamentals of programming and software development; procedural and object-oriented programming; creating web-based applications, including testing, monitoring, debugging, documenting, and maintaining applications.

ACADEMY ELECTIVES

Global Logistics and Supply Chain Management

Global Logistics and Supply Chain Technology

Course No.: 9503110 Credit: 1.0*

The Global Logistics and Supply Chain Technology course prepares students for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes beginning skills key to the success of working in the logistics and supply chain industry. Students study and gain a basic understanding of global logistics and supply chain technology, transportation systems, communication skills, and customer service skills.

Intro. To Information Technology Applications

Course No.: 9503120 Credit: 1.0*

Prerequisite: Global Logistics & Supply Chain Tech.

The Introduction to Information Technology Applications course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes knowledge and skills of information technology applications, common software applications, word processing, presentation, spreadsheet, and database applications. Additionally, content knowledge and skills related to electronic communication methods, understanding computer networking, awareness of emerging technologies, college and career readiness, and appropriate leadership techniques.

Global Logistics Operations

Course No.: 9503130 Credit: 1.0*

Prerequisite: Intro. To Information Technology App.

The Global Logistics Operations course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology and the Introduction to Information Technology Applications courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes an understanding of warehouse

operations, storage and control operations, protection, and economics.

Global Logistics Management

Course No.: 9503140

Credit: 1.0*

Prerequisite: Global Logistics Operations

The Global Logistics Management course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology, Introduction to Information Technology Applications, and Global Logistics Operations courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes knowledge, skills, and understanding of college and career readiness, employability skills, career acquisition and retention, life skills, and technological literacy.

Veterinary and Biomedical Sciences

Biomedical Strand

Principles of Biomedical Sciences

Course No.: 8708110

Credit: 1.0*

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

Human Body Systems

Course No.: 8708120

Credit: 1.0*

Prerequisite: Principles of Biomedical Sciences

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work

through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Medical Interventions

Course No.: 8708130

Credit: 1.0*

Prerequisite: Human Body Systems

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

Biomedical Innovation

Course No.: 8708140

Credit: 1.0*

Prerequisite: Medical Interventions

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

Veterinary Strand

Veterinary Assisting 1

Course No.: 8111510

Credit: 1.0*

This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; safety; terminology; careers; breed identification; animal care and human relations skills.

Veterinary Assisting 2

Course No.: 8111540

Credit: 1.0*

Prerequisite: Veterinary Assisting 1

This course is designed to develop competencies in the areas such as basic first aid; scientific and

technological; tools and equipment; breed identification; and functions of systems.

Veterinary Assisting 3

Course No.: 8111550

Credit: 1.0*

Prerequisite: Veterinary Assisting 2

This course is designed to develop competencies in the areas animal digestive systems; animal breeding; animal control; animal overpopulation; animal related laws; and breeds.

Veterinary Assisting 4

Course No.: 8111520

Credit: 1.0*

Prerequisite: Veterinary Assisting 3

This course is designed to develop competencies in the areas of animal welfare and rights; research; record keeping; disease and parasites.

Web Application Development & Programming

Foundations of Programming

Course No.: 9007210

Credit: 1.0*

This course introduces concepts, techniques, and processes associated with computer programming and software development

Procedural Programming

Course No.: 9007220

Credit: 1.0*

Prerequisite: Foundations of Programming

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

AICE

AICE English General Paper

Course No.: 1009400

Credit: 1.0**

Prerequisite: Placement in AICE Program

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

Pre-AICE Biology IGCSE Level

Course No.: 2000322

Credit: 1.0*

Prerequisite: Placement in AICE Program

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

Pre-AICE Chemistry IGCSE Level

Course No.: 2003372

Credit: 1.0*

Prerequisite: Pre-AICE Biology and Teacher Recommendation

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving and experimental procedures are an integral part of this course.

AICE Thinking Skills 1 AS Level

Course No.: 1700372

Credit: 1.0**

Prerequisite: Placement in AICE Program

The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

Pre-AICE Spanish 1 IGCSE Level

Course No.: 0708532

Credit: 1.0*

Prerequisite: Placement in AICE Program

Pre-AICE Spanish Language covers the first half of the International General Certificate of Secondary Education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

ART

2-D Studio Art 1

PF

Course No.: 0101300

Credit: 1.0

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

2-D Studio Art 2

PF

Course No.: 0101310

Credit: 1.0

Prerequisite: 2-D Studio Art 1 and Teacher Recommendation

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

2-D Studio Art 3 Honors

PF

Course No.: 0101320

Credit: 1.0*

Prerequisite: 2-D Studio Art 2 and Teacher Recommendation

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style.

AP 2-D Art & Design

PF

Course No.: 0109350

Credit: 1.0*

Prerequisite: Teacher Recommendation

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. **The course is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board.**

AP Drawing

PF

Course No.: 0104300

Credit: 1.0**

Prerequisite: Teacher Recommendation

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing. **Students are expected to take a final AP exam.**

3-D Studio Art 1

PF

Course No.: 0101330

Credit: 1.0

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-

held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

3-D Studio Art 2

PF

Course No.: 0101340

Credit: 1.0

Prerequisite: 3-D Studio Art 1 and Teacher Recommendation

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

3-D Studio Art 3 Honors

PF

Course No.: 0101350

Credit: 1.0*

Prerequisite: 3-D Studio Art 2 and Teacher Recommendation

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content

in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

AP 3-D Art & Design

PF

Course No.: 0109360

Credit: 1.0**

Prerequisite: Teacher Recommendation

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive and/or fabrication processes. **It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board.**

AP Art History

PF

Course No.: 0100300

Credit: 1.0**

Prerequisite: Meets Honors Criteria

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. Students are expected to take a final AP exam.

CAREER EDUCATION

AP Computer Science Principles

Course No.: 0200335

Credit: 1.0**

Prerequisite: Meets Honors Criteria

AP Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the

fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. Students are expected to take a final AP exam.

AP Computer Science A

Course No.: 0200320

Credit: 1.0**

Prerequisite: AP Computer Science Principles or Foundations of Program

AP Computer Science A is an introductory course in computer science. Students will learn the Java programming language and develop the skills required to write programs or parts of programs to correctly solve specific problems. Students will learn design techniques to make programs understandable, adaptable, and reusable. Major themes within this course are data structures and object-oriented programming. Students are expected to take a final AP exam.

Digital Media 1

PA

Course No.: 8201210

Credit: 1.0

This program provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

Digital Media 2

PA

Course No.: 8201220

Credit: 1.0

Prerequisite: Digital Media 1

This course covers competencies in advanced design, color modes, and fonts.

Digital Media 3

PA

Course No.: 8201230

Credit: 1.0*

Prerequisite: Digital Media 2

This course covers competencies in design layout software.

AP 2-D Art & Design

PF

Course No.: 0109350

Credit: 1.0**

Prerequisite: Teacher Recommendation

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative

way. **The course is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board.**

Exceptional Education

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Preparation for Post-school Adult Living

Course No.: 7963010 Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

Career Preparation

Course No.: 7980110 Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

Career Experiences

Course No.: 7980120 Credit: Multiple

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work

situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

Career Placement

Course No.: 7980130 Credit: Multiple

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

Access HOPE

Course No.: 7915015 Credit: Multiple

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Learning Strategies

Course No.: 7963080 Credit: Multiple

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

Access English I

Course No.: 7910120 Credit: Multiple

Access English II

Course No.: 7910125 Credit: Multiple

Access English III

Course No.: 7910130 Credit: Multiple

Access English IV

Course No.: 7910135 Credit: Multiple

Access Algebra IA

Course No.: 7912080 Credit: Multiple

Access Algebra IB

Course No.: 7912090 Credit: Multiple

Access Geometry

Course No.: 7912065 Credit: Multiple

Access Liberal Arts Math

Course No.: 7912070 Credit: Multiple

Access Integrated Science I

Course No.: 7920025 Credit: Multiple

Access Chemistry I

Course No.: 7920011 Credit: Multiple

Access Biology I

Course No.: 7920015 Credit: Multiple

Access Earth/Space Science

Course No.: 7920020 Credit: Multiple

Access World History

Course No.: 7921027 Credit: Multiple

Access United States History

Course No.: 7921025 Credit: Multiple

Access US Government

Course No.: 7921015 Credit: Multiple

Access Economics w/ Financial Literacy

Course No.: 7921022 Credit: Multiple

Language Arts

English 1

Course No.: 1001310 Credit: 1.0

The purpose of this course is to build upon previous years' language arts experiences, emphasizing a survey of literary genres, the writing process, reading strategies, study skills and vocabulary development.

English 1 Honors

Course No.: 1001320 Credit: 1.0*

Prerequisite: Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of literary genres, writing process, reading strategies, study skills and vocabulary development.

English 2

Course No.: 1001340 Credit: 1.0

Prerequisite: English 1

The purpose of this course is to build upon previous years' language arts experiences emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

English 2 Honors

Course No.: 1001350 Credit: 1.0*

Prerequisite: English 1 and Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated,

in-depth studies emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

English 3

Course No.: 1001370 Credit: 1.0

Prerequisite: English 2

The purpose of this course is to build upon previous years' language arts experiences and to emphasize the research process and a survey of American literature.

English 3 Honors

Course No.: 1001380 Credit: 1.0*

Prerequisite: English 2 and Meet Honors Criteria

The purpose of this course is built upon previous years' language arts experiences through accelerated, in-depth studies emphasizing the research process and a survey of American literature.

English 4

Course No.: 1001400 Credit: 1.0

Prerequisite: English 3

The purpose of this course is to build upon previous years' language arts experiences and to emphasize a survey of British literature and post-secondary writing applications. *The English courses of St. Johns County each incorporate the language arts strands of reading, writing, listening, language, literature, viewing and speaking as designated in the Sunshine State Standards.

English 4 Honors

Course No.: 1001410 Credit: 1.0*

Prerequisite: English 3 and Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of British literature and post-secondary writing applications. *The English courses of St. Johns County each incorporate the language arts strands of reading, writing, listening, language, literature, viewing and speaking as designated in the Sunshine State Standards.

AP English Language and Composition

Course No.: 1001420

Credit: 1.0**

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to provide students with an understanding of the semantic, structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

Students are expected to take a final AP exam.

AP English Literature and Composition

Course No.: 1001430

Credit: 1.0**

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

Students are expected to take a final AP exam.

Intensive Reading 1

Course No.: 1000412

Credit: 1.0

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected

outcome is for the student to achieve grade-level proficiency.

Intensive Reading 2

Course No.: 1000414

Credit: 1.0

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Intensive Reading 3

Course No.: 1000416

Credit: 1.0

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the

progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Intensive Reading 4

Course No.: 1000418

Credit: 1.0

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Journalism 1-6

Course No.: 1006300-1006340

Credit: 1.0

Prerequisite: Teacher Recommendation, Application Approval

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Students serve on the yearbook committee.

DUAL ENROLLMENT

Composition I (3 College Credits- 3 Hours)

Course No.: ENC1101

Credit: 1.0**

Prerequisite: Meet Honors and Dual Enrollment Criteria (See page 6)

ENC 1101 is a course in paragraph and essay writing, incorporating some review of basic grammar. Students will learn to write essays that are unified, coherent and grammatically correct. An exit grade of "C" or higher is required. Composition I fulfill the junior year English requirement.

Composition II (3 College Credits- 3 Hours)

Course No.: ENC1102

Credit: 1.0**

Prerequisite: ENC1101 with a grade of C or higher

The course includes detailed training in the methods and applications of expository writing and the process of logical thinking. Emphasis is placed on descriptive, persuasive and argumentative writing. Students will write a documented research paper. An exit grade of "C" or higher is required. Composition II fulfills the senior year English requirement.

LEADERSHIP SKILLS

Leadership Skills Development

Course No.: 2400300

Credit: 1.0

Prerequisite: Teacher Placement

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes.

MATHEMATICS

Algebra 1-A

Course No.: 1200370

Credit: 1.0

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. This is the first of a two-year sequence of courses, Algebra 1-A and Algebra 1-B. Together, the two courses fulfill the Algebra 1 requirements (Course Number 1200310). There are two critical areas of this course: Relationships Between Quantities and Reasoning with Equations and Linear and Exponential Relationships. These critical areas deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

*If you are recommended to take Algebra 1A and Algebra 1 this will take up 2 class periods for the entire school year. You will have the opportunity to earn 2 full math credits by the end of the school year.

Algebra I

Course No.: 1200310

Credit: 1.0

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

Algebra I Honors

Course No.: 1200320

Credit: 1.0*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

Geometry

Course No.: 1206310

Credit: 1.0

Prerequisite: Algebra I and Teacher Recommendation

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2.

Geometry Honors

Course No.: 1206320

Credit: 1.0*

Prerequisite: Meet Honors Criteria, Algebra I or Algebra I Honors

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Extensive out-of-class preparation is required. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

Mathematics for College Liberal Arts

Course No.: 1207350

Credit: 1.0

Prerequisite: Geometry

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

Algebra II

Course No.: 1200330

Credit: 1.0

Prerequisite: Algebra I, Geometry, and Teacher Recommendation

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

Algebra II Honors

Course No.: 1200340

Credit: 1.0*

Prerequisite: Geometry or Geometry Honors, Meet Honors Criteria, Teacher Recommendation

This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over

the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

Mathematics for College Algebra

Course No.: 1200710

Credit: 1.0

Prerequisite: Algebra 2

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Pre-Calculus Honors

Course No.: 1202340

Credit: 1.0*

Prerequisite: Meet Honors Criteria, Algebra II Honors, Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics and will strengthen the student's skill in 72 preparation for calculus. Major topics include: Limits and Continuity; The Complex Number System; Vector & Matrix Quantities; Arithmetic with Polynomials & Rational Expressions; Building Functions; Trigonometric Functions; Similarity, Right Triangles, & Trigonometry, and Expressing Geometric Properties with Equations. NOTE: Students earning credit in pre-calculus may not earn credit in both trigonometry and analytic geometry.

Probability & Statistics with Applications Honors

Course No.: 1210300

Credit: 1.0*

Prerequisite: Meet Honors Criteria

The purpose of this course is to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. Major topics include: Conditional Probability and the Rules of Probability; Making Inferences and Justifying conclusions; Interpreting Categorical and Quantitative Data and Using Probability to Make Decisions.

AP Statistics

Course No.: 1210320

Credit: 1.0**

Prerequisite: Algebra II Std or Honors, Meet Honors Criteria

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

AP Calculus AB

Course No.: 1202310

Credit: 1.0**

Prerequisite: Pre-Calculus, Meet Honors Criteria, Teacher Recommendation

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Major topics include: Functions, Graphs, and Limits; Derivatives, and Integrals. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

AP Calculus BC

Course No.: 1298310

Credit: 1.0**

Prerequisite: AP Calculus AB, Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry and provide a college level foundation to students not aspiring to a math, science or technical major. Major topics include: Reasoning with Equations and Inequalities; Building Functions; Interpreting Functions; Trigonometric Functions; Geometric Measurement and Dimension; Expressing Geometric Properties with Equations; Complex Numbers; Vector & Matrix Quantities; Conditional Probability and the Rules of Probability and Using Probability to Make Decisions. **Students are expected to take a final AP exam.**

PERFORMING ARTS

Theatre 1

PF

Course No.: 0400310

Credit: 1.0

This course is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Theatre 2

PF

Course No.: 0400320

Credit: 1.0

Prerequisite: Theatre 1 and Teacher Recommendation.

This course is designed for students with a year of experience or more and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Theatre 3 Honors**PF**

Course No.: 0400330

Credit: 1.0*

Prerequisite: Theatre 2 and Teacher Recommendation

This course is designed for students with significant experience in theatre and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Theatre 4 Honors**PF**

Course No.: 0400340

Credit: 1.0*

Prerequisite: Theatre 3 and Teacher Recommendation

This course is designed for students with extensive experience in theatre and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Band 1**PF**

Course No.: 1302300

Credit: 1.0

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching

Band. This course includes after school and weekend activities.

Band 2**PF**

Course No.: 1302310

Credit: 1.0

Prerequisite: Band 1 and/or Director's Approval

The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

Band 3**PF**

Course No.: 1302320

Credit: 1.0

Prerequisite: Band 2 and Director's Approval

The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

Band 4**PF**

Course No.: 1302330

Credit: 1.0

Prerequisite: Band 3 and Director's Approval

The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

Jazz Ensemble 1 **PF**
Course No.: 1302500 Credit: 1.0
Prerequisite: Director's Approval

The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

Jazz Ensemble 2 **PF**
Course No.: 1302500 Credit: 1.0
Prerequisite: Jazz Ensemble 1 and Director's Approval

The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

Jazz Ensemble 3 **PF**
Course No.: 1302520 Credit: 1.0
Prerequisite: Jazz Ensemble 2 and Director's Approval

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary, popular, and jazz literature.

Instrumental Techniques 1 – 3 **PF**
Course No.: 1302420, 1302430, 1302440 Credit: 1.0
Prerequisite: Audition and/or Director's Approval

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized.

AP Music Theory **PF**
Course No.: 1300330 Credit: 1.0**

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. **Students are expected to take a final AP exam.**

Dance Techniques 1 **PF**
Course No.: 0300310 Credit: 1.0

Students in this year-long, entry-level course, designed for those having no prior dance instruction,

learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Dance Techniques 2 **PF**
Course No.: 0300320 Credit: 1.0
Prerequisite: Dance Techniques 1 and Teacher Recommendation

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

Dance Techniques 3 **PF**
Course No.: 0300330 Credit: 1.0*
Prerequisite: Dance Techniques 2 and Teacher Recommendation

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

Dance Techniques 4 **PF**
Course No.: 0300334 Credit: 1.0*
Prerequisite: Dance Techniques 3 and Teacher Recommendation

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

Chorus 1
Course No.: 1303300 Credit: 1.0

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

Chorus 2

Course No.: 1303310
Prerequisite: Chorus 1

Credit: 1.0

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Chorus 3

Course No.: 1303320
Prerequisite: Chorus 2

Credit: 1.0

The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Chorus 4

Course No.: 1303330
Prerequisite: Chorus 3

Credit: 1.0

The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Chorus 5 Honors

Course No.: 1303340
Prerequisite: Meet Honors Criteria

Credit: 1.0*

The purpose of this course is to enable students to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Chorus 6 Honors

Course No.: 1303350
Prerequisite: Meet Honors Criteria

Credit: 1.0*

The purpose of this course is to enable students to develop independent, advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

PHYSICAL EDUCATION

HOPE (Health Opportunities through Physical Education)

Course No.: 3026010

Credit: 1.0

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

Volleyball 2/Soccer

Course No.: 1505510, 1503320

Credit: 0.5

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in volleyball and to improve health-related fitness.

The purpose of this course is to enable students to develop knowledge and skills in soccer and to improve health-related fitness.

Volleyball 2 will be taken 1st semester and Soccer will be taken 2nd semester.

Weight Training 3/Aerobics 3

Course No.: 1501360, 1503420

Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance and begin to enhance self-image.

The purpose of this course is to enable students to acquire basic knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

Weight Training 3 will be taken 1st semester and Aerobics 3 will be taken 2nd semester.

SCIENCE

Environmental Science

Course No.: 2001340

Credit: 1.0

This course gives students opportunity to explore living and non-living relationships in the environmental world. Students will learn about various types of renewable and non-renewable resources, and human impact on the environment. Students will have opportunity to discuss the impact of human activity and will learn sustainability practices.

AP Environmental Science

Course No.: 2001380

Credit: 1.0**

Prerequisite: Honors Biology, Honors Chemistry, Teacher Recommendation

This is a rigorous college level course that studies Biological Population Concepts, Land and Water Use, Energy Resources and Consumption and Pollution. Laboratory work is an integral part of the course; students completing this course will take the AP Environmental Science Exam.

Physical Science Honors

Course No.: 2003320

Credit: 1.0*

Co-requisite: Completed or enrolled simultaneously in Algebra 1 Honors or higher

Prerequisite: Honors Criteria

This purpose of this course is to provide students with the introductory concepts of physics and chemistry. Math is an integral part of this course.

Biology I

Course No.: 2000310

Credit: 1.0

Prerequisite: Environmental Science

The course provides information and activities in the life sciences. Among the topics covered are: Molecular and cellular biology, classification, heredity and evolution, populations and ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

Biology I Honors

Course No.: 2000320

Credit: 1.0*

Co-requisite: Geometry Honors or higher

Prerequisite: Meets Honors Criteria, Teacher Recommendation

This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

AP Biology

Course No.: 2000340

Credit: 1.0**

Prerequisite: Biology Honors, Chemistry Honors (suggested), meet Honors Criteria and Teacher Recommendation.

A college level course that focuses on principles and concepts of the big ideas in biological science, including cellular processes, genetics and information transfer, evolution, and interactions. Laboratory experiences are approximately 25% of the course. **Students completing this course are expected to take the AP examination.**

Chemistry I

Course No.: 2003340

Credit: 1.0

Prerequisite: Algebra I with a grade of C or better, Biology, FSA Reading score of 3 or higher, Teacher Recommendation

Co-requisite: Algebra II

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course.

Chemistry I Honors

Course No.: 2003350

Credit: 1.0*

Prerequisite: Algebra I Honors with a grade of 'C' or better, Biology I Honors, FSA Reading no less than 3, Meet Honors Criteria, and Teacher recommendation

Co-requisite: Algebra II Honors

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course. This course includes some rigorous standards that are not part of the standard course.

AP Chemistry

Course No.: 2003370 Credit: 1.0**

Prerequisite: Chemistry I Honors, Meet Honors Criteria, and Teacher Recommendation

Co-Requisite: Algebra II

A rigorous, college level course that will immerse students in sophisticated chemical principles and concepts and fundamental laboratory technique. This is a synthesis/application course that covers these "big ideas": atoms, reactions and stoichiometry, chemical energy and thermodynamics, gases and intermolecular forces, kinetics, solubility equilibrium, acid-base equilibrium. Laboratory experiences are approximately 25% of the course. **Students are expected to take a final AP exam.**

Physics 1 Honors

Course No.: 2003390 Credit: 1.0*

Prerequisite: Algebra I Honors with a grade of 'C' or better, Meet Honors Criteria, and Teacher recommendation

Co-requisite: Algebra II Honors

The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work, thermodynamics, waves, light, electricity, magnetism, and sound. Students who intend to take the AP Physics course should enroll in this course.

AP Physics 1

Course No.: 2003421 Credit: 1.0**

Prerequisite: Physics Honors (suggested), Teacher Recommendation, completion of Algebra 2

Co-Requisite: Pre-Calculus

This is a rigorous, college level course. It delves into the main principles of physics and emphasizes conceptual understanding with problem-solving using algebra and some trigonometry. Topics include: Kinematics, Newtonian Mechanics, work, energy and power, Mechanical Waves and sound, introduction to electrostatics. **Students are expected to take a final AP exam.**

AP Physics 2

Course No.: 2003422 Credit: 1.0**

Prerequisite: Teacher recommendation, students should have taken AP Physics 1. Students should have taken pre-calculus or an equivalent course.

This is equivalent to a second semester college course in algebra based physics. The course covers Fluid mechanics, Thermodynamics, electricity and magnetism, Circuitry, Optics, Quantum, Atomic, and Nuclear physics. **Students are expected to take a final AP Exam.**

Anatomy and Physiology Honors

Course No.: 2000360 Credit: 1.0*

Prerequisite: Meet Honors Criteria, Biology with a grade of C, and Teacher Recommendation

This course provides greater depth of topic on the structure and functions of the human body. The content includes anatomical terminology, histology, systems of the body, organization and development of living things, genetics, and disease processes.

Marine Science

Course No.: 2002500 Credit: 1.0

Prerequisite: Biology

The purpose of this course is to provide an overview of the marine environment. Content includes marine systems, formation of the oceans and interrelationships between man and the ocean environment.

Marine Science I Honors

Course No.: 2002510 Credit: 1.0*

Prerequisite: Biology

The purpose of this course is to provide an overview of the marine environment. Content includes marine systems, formation of the oceans and interrelationships between man and the ocean environment. This course includes some rigorous standards that are not part of the standard course.

SOCIAL STUDIES

AP Human Geography

EL

Course No.: 2103400 Credit: 1.0**

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to enable students to develop higher levels of concepts and skills related to human geography. **Students are expected to take a final AP exam.**

World Cultural Geography

Course No.: 2103300

EL

Credit: 1.0

Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and the environment.

World History

Course No.: 2109310

Credit: 1.0

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

World History Honors

Course No.: 2109320

Credit: 1.0*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

AP World History: Modern

Course No.: 2109420

Credit: 1.0**

Prerequisite: Meet Honors Criteria

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

United States History

Course No.: 2100310

Credit: 1.0

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

United States History Honors

Course No.: 2100320

Credit: 1.0*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

AP United States History

Course No.: 2100330

Credit: 1.0**

Prerequisite: Meet Honors Criteria, Teacher Recommendation

Students study the development of the United States within the context of history by examining connections to the past to prepare for the future. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

Psychology 1 & 2

Course No.: 2107300, 2107310

Credit: 1

Prerequisite: 10th Grade

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

Psychology 1 will be taken 1st semester, Psychology 2 will be taken 2nd semester.

AP Psychology

Course No.: 2107350 Credit: 1.0**

Prerequisite: 10th Grade and Meet Honors Criteria

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This course prepares students to understand their own behavior and the behavior of others. **Students are expected to take a final AP exam.**

American Government

Course No.: 2106310 Credit: 0.5

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

American Government Honors

Course No.: 2106320 Credit: 0.5

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

AP American Government and Politics

Course No.: 2106420 Credit: 0.5**

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. **Students are expected to take a final AP exam.**

Economics with Financial Literacy

Course No.: 2102335 Credit: 0.5

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental

concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Economics with Financial Literacy Honors

Course No.: 2102345 Credit: 0.5*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

AP Microeconomics

Course No.: 2102360 Credit: 0.5**

Prerequisite: Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to have students learn about the factors that influence the economic system. **Students are expected to take a final AP exam.**

AP Macroeconomics

Course No.: 2102370 Credit: 0.5**

Prerequisite: Meet Honors Criteria, Algebra II, Teacher Recommendation

Students study the choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. **Students are expected to take a final AP exam.**

World Language

American Sign Language I

Course No.: 0717300

Credit: 1.0

The purpose of this course is to teach hearing students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. ASL I may be substituted for the foreign language university requirement.

American Sign Language 2

Course No.: 0717310

Credit: 1.0

Prerequisite: ASL I and Teacher Recommendation.

The purpose of this course is to further develop students' knowledge of American Sign Language (ASL). ASL II may be substituted for the foreign language university requirement.

American Sign Language III Honors

Course No.: 0717312

Credit: 1.0*

Prerequisite: ASL II and Teacher Recommendation.

The purpose of this course is to prepare a hearing student, who has successfully completed ASL I and II, with information and advanced skill development in ASL. This new information and advanced skill will prepare the student to sit for the State of Florida Quality Assurance (QA) exam. The content shall include specialized vocabulary (medical, legal, education, etc.), grammatical features of ASL, receptive and expressive skill development.

American Sign Language IV Honors

Course No.: 0717314

Credit: 1.0*

Prerequisite: ASL III and Teacher Recommendation.

The purpose of this course is to enable student to further develop advanced skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, cross-cultural understanding, and real-life applications.

Spanish I

Course No.: 0708340

Credit: 1.0

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the

development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

Spanish II

Course No.: 0708350

Credit: 1.0

Prerequisite: Spanish I and Teacher Recommendation

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

Spanish III Honors

Course No.: 0708360

Credit: 1.0*

Prerequisite: Spanish II and Teacher Recommendation

The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

Spanish IV Honors

Course No.: 0708380

Credit: 1.0*

Prerequisite: Spanish III and Teacher Recommendation

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

AP Spanish Language and Culture

Course No.: 0708400

Credit: 1.0**

Prerequisite: Meet Honors Criteria and Teacher
Recommendation

This course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.